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ABSTRACT

To determine the scope and nature of the magazine curriculum, a study examined journalism schools with magazine programs, the faculty who teach magazine courses, the subjects of the courses, and the impact of computer technology. Questionnaires were sent to 210 AEJMC (Association for Education in Journalism and Mass Communication) magazine division members and 192 ASJMC (Association of Schools of Journalism and Mass Communication) members--94 (44.8%) of the AEJMC members returned the questionnaires, and 86 (44.8%) of the ASJMC members returned questionnaires. Results indicated that: (1) the number of accredited schools has nearly doubled since 1969; (2) the number of journalism schools offering magazine courses through magazine sequences increased by nearly a factor of 10; (3) student enrollment per magazine course declined; (4) today's magazine professor is more highly educated yet considerably less professionally experienced; (5) the number of student-produced laboratory magazines increased from 10 to 63 since 1969; (6) 8 of 10 journalism schools were using computers in their magazine courses, but there was minimal use of data processing software; and (7) 93% of the teachers indicated they were self-taught in the use of computer technology. Findings suggest that significant growth and change has occurred in the field since 1969. (Three graphs are appended. Contains 15 references.) (RS)

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How We Teach Magazine Journalism:

An Analysis of Today's Magazine Curricula

A Contemporary Study

Of Magazine Journalism Education

In U.S. Colleges and Universities

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U.S. DEPARTMENT OF EDUCATION
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How We Teach Magazine Journalism:

An Analysis of Today's Magazine Curricula

Introduction

A decade after the University of Oregon conducted its project on the future of journalism education, and five years after an AEJMC/ASJMC task force reviewed JMC curricula, a new study examines how we teach one professional component of the journalism and mass communication curriculum -- magazine journalism.

The Oregon Report (1984), "Planning for Curricular Change in Journalism Education," represented the culmination of two years of broad study in search of the model journalism program. Its authors state: "What we did in this project we did for ourselves;" nevertheless its impact has been far-reaching. One effect of the effort was to stimulate national discussion and debate among journalism educators at other institutions on how best to teach the discipline. Keen interest gave rise to another task force, led in 1986 and 1987 through a cooperative effort of the Association for Education in Journalism and Mass Communication (AEJMC) and the Association of Schools of Journalism and Mass Communication (ASJMC), to continue studies on JMC education. However, unlike Oregon's mission, the charge to this task force "was not to identify and specify a model curriculum for all schools to follow," but to examine and identify unifying pedagogical principles, "which ought to characterize the academic and professional preparation of individuals aspiring to careers in journalism and mass communication."

The AEJMC task force report (1989), "Challenges and Opportunities in Journalism and Mass Communication Education," stated its aim as clarifying the role of the liberal arts in JMC education and defining needs in six professional areas of journalism study. To accomplish these goals, seven subcommittees worked on the report -- one was assigned to each of six

professional sequences (advertising, broadcasting, magazine journalism, news editorial journalism, public relations and visual communications); a seventh was assigned to the liberal arts. The task force subcommittee assigned to study magazine curricula described the typical magazine program as "often less rigid than most others."

Purpose of Study

In general terms, the AEJMC magazine task force recommended continued flexibility in magazine sequence requirements, endorsing "a broad liberal arts background and any course which would improve general language skills." However, the report also offered more specific advice in terms of the kinds of "skills and educational background that would be best achieved (by students) in college," citing writing, reporting, editing, graphics, photography, production and management and finance as important course work for students seeking careers with magazines.

However, the purpose of this present study was to follow-up on these earlier curricular task force projects, especially the AEJMC task force report as it applied to magazine journalism education, for attempting two objectives: (1) to chart the dimensions of magazine curricula, including the integration of new computer technology, as it is being taught today; and (2) to assess the character of faculty responsible for teaching these magazine journalism courses.

Unlike the AEJMC magazine study which surveyed three constituency groups (magazine professionals, magazine journalism educators and recent graduates of magazine programs), this study's focus was directed at only one. Where the purpose of the former study was to query and compare responses from editors, educators and graduates about their perceptions of the effectiveness of magazine programs, the goal of this study was to target the journalism educator as the sole group for investigation, and to question it

about the scope and nature of the magazine curriculum. Where the AEJMC task force report was primarily framed as a qualitative study of the magazine curriculum, the purpose of this study was more quantitative in nature. Finally, this study was also interested in learning about magazine educators' professional backgrounds, in what specific areas of the professional print media, particularly magazines, educators have work experience. It also sought to discover how today's magazine journalism educators keep themselves current in an ever-technologically-changing media landscape.

Review of the Literature

When this study began, it was assumed no previous broadly conceived and executed investigation of the magazine curriculum, beyond the two major studies already cited (1984, "Planning for Curricular Change in Journalism Education;" 1989, "Challenges and Opprotunities in Journalism and Mass Communication Education"), had been done. However, at a presentation of this research in progress, a colleague identified a master's thesis that charted the scope of magazine journalism education about 25 years earlier. Seilo's thesis (1969), "A Study of Magazine Journalism Education," focused on the teaching of magazine journalism, on those courses dealing specifically with magazines, and describes the state of the curriculum as reported by magazine journalism teachers.

While surveying both professors of journalism and professional magazine editors, the author said of her work: "Specifically, it focuses two conflicting viewpoints on one phase of journalism -- magazine journalism education. Moreover, it reports the major areas of agreement and disagreement and suggests methods of improving the quality of magazine journalism education." However, Seilo considered only those magazine curricula offered in the 55 ACEJ-accredited schools at the time. Of the 55 accredited journalism schools, only six had approved magazine sequences:

University of Iowa, University of Missouri, Northwestern University, Ohio University, Syracuse University and University of Texas. Interestingly, in the part of the survey dealing with the journalism professor, her methodology and questionnaire were similar to the approach and inquiries employed in this study. Similarities with the present study require a description of Seilo's findings:

1. Of the 55 ACEJ-accredited schools, 47 or 85 percent responded to the questionnaire, and all six of the accredited schools having magazine sequences are included in the study.

2. Of the 46 journalism teachers indicating the highest degree earned, one reported no college experience; one had some college preparation but no degree; six had a bachelor of arts degree; 24 had a master's degree; and 14 had a doctorate.

3. The average number of years working for professional magazines was 12 years; the average number of years teaching was 11 years.

4. The schools offering magazine courses averaged 557 majors in journalism; with an average of 235 students enrolled in the magazine program.

5. The subject of magazine writing was the area emphasized most by schools offering magazine courses; courses in magazine editing was the second most important subject area.

6. Requirements to produce a new magazine prospectus and dummy issue were also considered important subjects and were included in magazine courses.

7. Ten of the responding schools had a laboratory magazine (a magazine produced by students for actual distribution); most were published once each semester or when the funds to publish the magazine were available.

When relevant, comparisons between Seilo's findings, the AEJMC/ASJMC curricular study and this present study will be made to show trends in magazine journalism education. References to other appropriate articles will be made.

Research Questions

The guiding question for this study was: How do we teach magazine journalism? Thus, in the context of the literature and the goal of the author, the following are some specific research questions that were developed for this investigation:

1. What magazine courses are being taught in journalism schools and how widely are the courses offered?

2. How many students are taking these magazine journalism courses?

3. How is the computer, or desktop publishing (DTP) technology, being incorporated into the magazine curriculum?

4. Who is responsible for teaching the magazine courses?

5. What are the demographics of the professors who teach magazine journalism and what professional media work experience do they possess?

Method

A 48-item questionnaire was developed in an attempt to answer each of the research questions. To reach knowledgeable individuals at the majority of schools with journalism programs in which magazine courses are offered, some 402 questionnaires were mailed to all AEJMC magazine division members and ASJMC members. Identical surveys were sent to both groups, but the questionnaires were coded so as to identify response from either group. A total of 180 valid surveys were returned, which represented a response of nearly 45 percent. Interestingly, the response rate from each group was the same:

AEJMC magazine division -- 210 mailed, 94 returned (44.8 percent);

ASJMC members -- 192 mailed, 86 returned (44.8 percent).

The response to the survey is considered acceptable, as answers are consistent and show no bias based on geographical location, accreditation status or enrollment size. The author believes, however, that some undetermined number of questionnaires coded "ASJMC" had actually been passed along by recipient deans or department heads to other faculty, who in turn were the ones responsible for filling out and returning the surveys at their department heads' behest. This conclusion is based on the fact that a few of the returned questionnaires contained hand-written notes indicating this had been the case at the senders' institutions.

The questionnaires were mailed during the first week of September 1992, and the responses were tabulated from among those received by the November 1, 1992 cut-off. As surveys were returned, they were coded and analyzed using the SPSSx crosstab program. No follow-up mailing was attempted.

Results

The results are divided into four sections: The first section reports on the journalism schools and the students enrolled in the magazine programs at these schools; the second section covers the faculty who teach magazine journalism courses and the extent of their professional experience; an examination of the magazine courses offered is covered in the third section; the fourth section reports on the use of computers and how desktop publishing technology is integrated into the magazine curriculum.

The Schools

Of the 180 schools responding to the questionnaire, 147, or 82 percent, offered courses in magazine journalism. When asked whether these courses were included as part of a magazine sequence or specialized magazine program, 54 schools said the magazine courses were indeed offered in a magazine sequence. The issue of accreditation is of particular relevance (Theodore, 1993). Asked whether or not the program was accredited, this information was found: In 1992, there were a total of 93 ACEJ-accredited journalism schools; 91 of these schools (98 percent) responded to this survey.

In terms of enrollment, it was reported the average journalism school is located at a campus site with a total student enrollment of 16,903. Distribution of student enrollment was evenly spread, with 50 percent of the schools having under 15,000. Although 42 percent of the schools have enrollment in the 15,000 to 35,000 range, only 8 percent of the schools have enrollment in excess of 35,000 students. See Appendix A.

The survey also revealed that undergraduate enrollment in journalism schools covered a wide range: 50 percent of the journalism schools had from 100 to 499 undergraduate students enrolled; 40 percent had more than 500 students enrolled. Only 10 percent of the schools had fewer than 100 undergraduates enrolled. See Appendix B.

Asked to indicate the number of undergraduates enrolled in magazine courses, schools showed wide ranging student interest in magazine journalism. Nearly half of the schools -- 47 percent -- indicated that fewer than 50 students were taking magazine courses, while 53 percent of the schools had 50 or more undergraduates studying magazine journalism. However, a full 33 percent of the schools had 100 or more undergraduate students enrolled in their magazine courses. See Appendix C.

Although there was an indication of some graduate student involvement in the magazine curriculum, enrollment of graduate student in these courses was predictably less than at the undergraduate level. Of the 147 schools with a magazine programs, only 68 of these schools, or 46 percent, said that any graduate students were enrolled in their magazine journalism courses.

The Faculty

Following are some of the demographics of the respondents who taught the magazine courses at their schools: The average age was was 47.6 years; 51 percent were male, 49 percent were female. About 95 percent were white, 5 percent black.

The average number of years teaching was about 14 years, with 60 percent tenured and 40 percent untenured. These magazine teachers indicated that the average number of faculty in their journalism school was 14 full-time faculty. However, of these 14 faculty, it was reported that only about two faculty taught the magazine journalism courses.

Of those who indicated the highest degree earned, four percent had a bachelor of arts degree; 32 percent had a master's degree; and 56 percent had a doctorate. When asked their academic rank, the following was indicated: about 25 percent were at the level of assistant professor; 32 percent at associate professor; 32 percent at full professor; the rest were instructors or lecturers.

When asked who taught the magazine curriculum, the following was indicated: 56 percent of the schools employed department professor to teach the magazine journalism courses; 8 percent employed professionals or adjuncts to teach; 30 percent employed a combination of department professors and adjuncts to teach. Only about 5 percent of the schools employed instructors or teaching assistants to teach these courses.

Asked whether or not magazine faculty had professional print media work experience (both newspapers and magazines), 84 percent indicated they had; asked whether they had professional magazine experience, 60 percent said yes. The average number of years in professional print work was 9.5 years. However, the average number of years in professional magazine work was only 4.7 years.

Of the magazine faculty indicating the specific areas of magazine publishing in which they had professional work experience, the following was reported:

71 percent had editorial experience
26 percent had production experience
1 percent had circulation experience
1 percent had advertising experience
11 percent had business or administration experience

However, among magazine faculty who indicated some level of professional magazine experience, they were also asked about the longevity of their work experience. Following shows a breakdown of how long the magazine faculty worked in specific professional areas:

Editorial: 58 percent had less than five years experience
75 percent had less than 10 years experience
85 percent had less than 15 years experience

Production: 63 percent had less than five years experience
81 percent had less than 10 years experience
89 percent had less than 15 years work experience

Circulation: 100 percent had less than five years experience

Advertising: 100 percent had less than five years experience

Business: 75 percent had less than five years experience
88 percent had less than 10 years experience

When asked whether or not magazine faculty still did any consulting or freelance writing for professional consumer or trade magazines, 62 percent said they continued to consult or write for professional magazines, 38 said they did not.

The Courses

Certainly, the core element of this study was the section that investigated the content of the various magazine curricula (Ciofalo, 1987). When asked how many magazine courses had been offered during the past academic year, journalism schools reported the following:

24 percent of the schools had offered one magazine course
25 percent had offered two magazine courses
25 percent had offered 3 to 4 magazine courses
13 percent had offered 5 to 6 magazine courses
13 percent had offered more than six magazine courses

However, determining how many courses had been offered during the past year was just the first step to understanding how magazine journalism is taught. Therefore, this was followed up by an investigation into the specific subject areas of magazine courses.

The questionnaire asked magazine journalism professors to indicate the names of specific courses included in their magazine curricula. Here is a listing of the top 20 magazine courses in journalism schools as ranked by their frequency of offering:

Ranking	Description	Number
1	Magazine writing	112
2	Feature writing	69
3	Magazine editing	45
4	Mag. editing and production	45
5	Advanced magazine writing	39
6	Mag. production and design	34
7	Literary journalism	28
8	Science writing	28
9	Media management	28
10	Magazine publishing	27
11	Magazine management	15
12	Advanced mag. prod. and design	10
13	Advanced magazine editing	8
14	Intro. to magazines	7
15	History of magazines	6
16	Magazine marketing & sales	5
17	Contemporary American magazines	5
18	Principles of magazine journalism	4
19	Survey of publications	4
20	Publication marketing & mgmt.	2

A few other magazine-related course were mentioned by respondents, but represented only slight name variations of the courses shown above.

There were four categories of courses identified on the questionnaire -- writing; editing and production; management or business; conceptual (non-skills). The cumulative total number of courses by category that journalism schools offered were as follows:

Writing courses offered:	299
Editing and production courses offered:	165
Management or business courses offered:	83
Conceptual (non-skills) courses offered:	33

In determining the amount of emphasis placed on these four different types of magazine courses through a weighted average analysis, the data indicated journalism schools offered the following on average:

2.08 writing courses
1.15 editing and production courses
0.58 management or business courses
0.23 conceptual courses.

Not surprisingly, the subject area emphasized by journalism schools was writing (Jeffers, 1990; Schierhorn and Endres, 1992). Asked if any of the magazine writing courses required students to write articles for publication, the response was moderate. Following is a breakdown of the media outlets for which students in magazine writing courses were required to contribute articles:

55 percent for professional consumer magazines
43 percent for professional trade magazines
42 percent for student magazines
27 percent for student newspapers
25 percent for alumni publications

The primacy of the magazine writing course was reinforced by this study. However, the study also attempted to develop knowledge of magazine instruction beyond this critical subject area, particularly regarding instruction of editing and management skills (Lambeth, 1992; Prior-Miller and Terry, 1992). In this regard, professors were asked if they required their magazine students to (1) develop a start-up magazine prospectus and (2) create a comprehensive dummy issue of a new magazine. It was reported that 48 percent required students to develop a prospectus, while 45 percent required students to create a dummy issue.

Another area of investigation into magazine instruction dealt with publishing a laboratory magazine. Asked whether or not journalism departments were responsible for publishing a student-produced magazine, 63 schools, or 43 percent of the respondents, indicated they were responsible for publishing such magazines. Following is a breakdown of the magazines by their frequency of publication:

17 magazines, or 27 percent, published 1x per year
15 magazines, or 24 percent, published 2x per year
13 magazines, or 21 percent, published 3x per year
5 magazines, or 8 percent, published 4x per year
1 magazine, or 2 percent, published 6x per year
6 magazines, or 10 percent, published 12x per year
1 magazine, or 2 percent, published 24x per year
4 magazines, or 6 percent, published 52x per year

However, of the 63 student publications, a total of 50 (79 percent) were standard magazines in terms of size and format; 13, or 21 percent, were tabloid-sized publications, which were printed on newsprint.

The Computer

Without question, computers and desktop publishing technology are drastically changing the fields of journalism and journalism education (Bennett and Hightower, 1991; Thompson and Craig, 1991; Scott, et al, 1992). Yet how is this new technology affecting teaching? "Are the computers being used to teach the new desktop publishing skills that industry is demanding of journalism graduates or are we, as journalism educators, merely teaching word processing? If we do teach desktop publishing (DTP), how are we changing graphic design classes to accommodate it" (Morton and Andrews, 1991).

As a result of this concern, an examination of how journalism schools have integrated computers into their magazine curricula was attempted as part of this study. When asked whether computers for desktop publishing were used in any of the magazine courses, 79 percent of the schools indicated computers were used, 21 percent said they were not used. Following is a breakdown of the types of magazine courses using computers:

58 percent use computers in magazine writing courses
55 percent use computers in magazine production/design courses
46 percent use computers in magazine editing courses
6 percent use computers in magazine management courses
6 percent use computers in magazine overview courses

However, when asked who teaches these computer courses, only 32 percent of the individual responding indicated they personally were the teachers of record. Asked how many faculty taught these classes, it was reported an average of 2.8 faculty per school were responsible for this area of instruction. These computer courses are taught mostly by department professors (93 percent), followed by professionals or adjuncts (38 percent). Only 18 percent of the journalism schools employed instructors or teaching assistants to teach the computer classes.

A great challenge to journalism professors has been learning this new area of instruction and staying abreast of the rapidly changing technology -- both hardware and software. Asked what desktop publishing or computer background represented their source of learning, the response was most interesting. Following is a ranking of how magazine journalism professors who teach these courses acquired their own computer skills and expertise:

93 percent were self-taught
33 percent were trained by colleagues or in informal workshops
20 percent were trained in formal computer workshops or seminars
9 percent were trained by computer company representatives
4 percent were trained in formal classroom settings

The last section on computers dealt with questions about the ownership and use of hardware and software products. The Macintosh led all computers with 87 percent of the schools owning this brand; IBM followed at 32 percent ownership, followed by IBM compatibles at 24 percent. Only nine percent of the schools owned "other" kinds of computers, and Xerox computers were owned by a mere one percent of the schools.

When asked what ancillary computer equipment journalism departments owned, the following pieces were listed by the respondents: laser printers, 99 percent; scanners, 52 percent; image writers, 51 percent; full-page monitors, 46 percent.

Asked what word and data processing software programs schools used, this is what was indicated: Microsoft Word, 72 percent; Word Perfect, 53 percent; MacWrite, 42 percent; Excel, 15 percent; Lotus 1-2-3, eleven percent. Aldus PageMaker was the most popular design/graphic software program used at 74 percent. This was followed in the following rank order: MacDraw/MacPaint, 49 percent; Quark Xpress, 44 percent; Adobe Illustrator, 34 percent; Ready-Set-Go, 8 percent.

Discussion

This study investigated how we teach magazine journalism, and provides important information, particularly in terms of historical trends in the development of magazine journalism education. The results of this study indicate that significant growth and change has occurred in this area of JMC education over the past quarter century. It also suggests important challenges lie ahead for magazine educators as we approach the 21st century.

In the late 1960s, magazine journalism education was in its infancy. Today it has reached its maturity. A dramatic example of this growth has been the near doubling of ACEJ-accredited schools during this time -- from 55 in 1969 to 93 in 1992. During this time there has been an increase by a factor of nearly 10 journalism schools offering magazine courses through magazine sequences -- from six in 1969 to 54 in 1992. Also, a much greater number of schools now offer magazine courses, either through a sequence or in a non-sequenced journalism curriculum. On the other hand, although more schools are offering magazine courses, there is evidence that average student enrollment in magazine courses per institution has declined. Undoubtedly, this is due to the proliferation of magazine programs nation-wide.

Another area of significant change involves the character of the teaching faculty. This study indicates that today's magazine professor is more highly educated, yet considerably less professionally experienced. According to Seilo's study, most magazine journalism teachers had not earned their terminal degree. In fact, she reported that in 1969 only 30 percent had a doctorate, while 52 percent had a master's degree. The 1992 magazine faculty had reversed this trend, with 56 percent having earned a doctorate and 32 percent having a master's degree. Years of teaching experience has also increased among magazine faculty. In 1969 the average number of years teaching was 11 years; in 1992 the average was 14 years, which represents a 36 percent increase in teaching experience.

While classroom experience has been on the increase among faculty, professional magazine experience has declined. In 1969, the average number of years working for a magazine was 12 years, while in 1992 that average had dropped to less than five. Of possible further significance are the findings that the reported work experience has for the most part been limited to one area of professional magazine work -- the editorial area. Although over two-thirds of the faculty have some editorial experience, only about one-quarter had worked in production. More surprisingly, virtually none indicated having either magazine circulation or advertising experience.

These findings about professional magazine experience hold elements of both good news and bad news. Writing was the focus of the magazine curriculum in 1969. And according to the AEJMC/ASJMC report published in 1989, "Writing was by far the most common answer when the magazine task force questioned editors, educators and graduates about the most important ingredient in the education of a new magazine professional." In 1992, the teaching emphasis was still on the writing courses.

Traditionally, however, most magazine curricula have promoted flexibility and diversity in course requirements. Even today, magazine courses, whether billed as management-oriented courses or not, contain strong management elements. An example of this is that many magazine editing and/or production classes take on a very practical and professional-oriented focus, requiring students to develop magazine prospectuses. These prospectuses are essentially marketing and business plans, relying heavily on instructors' understanding and ability to teach basic management and marketing concepts and skills. Is the lack of professional experience hindering their efforts?

Another growth area has been the production of student-produced, laboratory magazines. Where in 1969 there were 10 reported, in 1992 this number had increased to 63 at institutions responding to the questionnaire.

The computer is changing magazine journalism and magazine journalism education in significant ways. The challenges presented by this new technology are great, as are its promises. However, only a few short years ago, the computer did not have the same impact on education. In fact, the magazine task force report for the AEJMC/ASJMC curricula study did not even mention the computer or desktop publishing as a curricular concern.

The world has turned in this regard. In 1992, eight of 10 journalism schools were using computers in their magazine courses. And the indication is that computers are being used creatively. The wide use of graphic software programs, especially Aldus PageMaker, indicates that magazine journalism programs are not restricting the computer to the writing or reporting class, but are allowing students to use the technology for designing and laying out magazines and other types of publications. On the other hand, because of the minimal use of data processing software (Excel and Lotus 1-2-3), this evidence suggests that schools are not fully integrating computers into their magazine management classes.

The availability of computers and the necessary support equipment (laser printers, image writers, etc.) in magazine programs does not appear to be a problem at most schools. However, an area that may be problematical can best be described with this question: "Who teaches the teacher?" Nearly all respondents -- 93% -- indicated they were self-taught in the use of this technology. Yet only one-third sought additional instruction, and that was from colleagues or informal workshops; a mere one-fifth of the faculty received computer training in formal workshops or seminars. However, is this a serious problem after all? Or will time remedy this situation? The author suspects that magazine educators of the future, the students presently enrolled in our journalism schools, will be able to lay claim to the fact that their primary source of computer training was the formal classroom.

Conclusions

I recommend future research continue to survey magazine curricula, but not so as to identify a single, ideal program of study -- a generic magazine curriculum with identical courses for all schools to adopt. Rather, future research should seek to discover and describe programs that can be viewed as pedagogical models, which share important educational principles, but that offer a certain amount of flexibility and diversity of instruction. This approach would better help journalism schools develop different "ideal" magazine curricula, while letting each capitalize on its own proprietary resources and strengths. Therefore, each school could offer its students unique courses of study in the magazine field, while providing a universally acceptable, up-to-date curriculum.

Furthermore, although this was a broadly based study on the contemporary role of magazine journalism education, one of its strengths may also be as a historical document. That is to say, the importance of this paper may transcend its immediate purpose of informing today's educators how we currently teach magazine journalism, by providing future educators with a useful means to identify and measure on-going trends in magazine education. In other words, this analysis, taken in its historical context, can help tomorrow's journalism professors to track and evaluate the evolutionary changes -- past, present and future -- taking place in this increasingly popular area of journalism and mass communication education.

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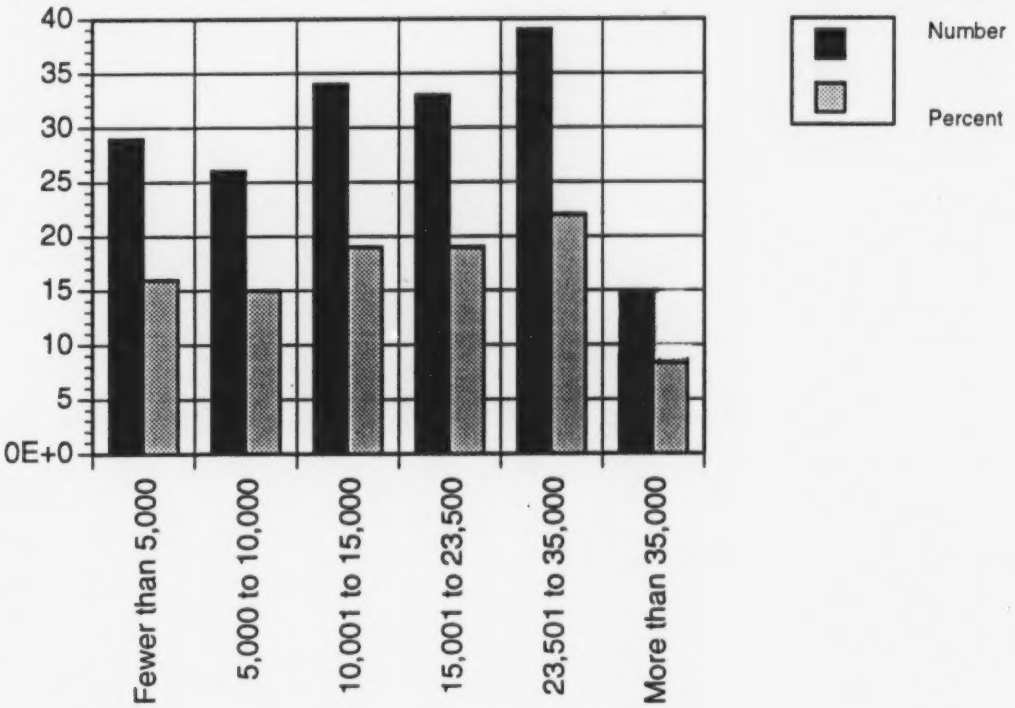
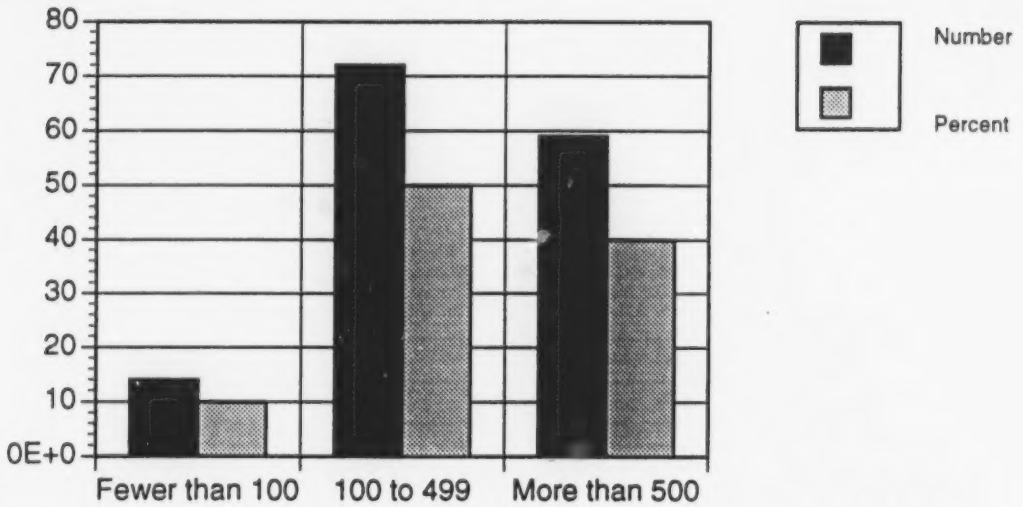
Appendix A



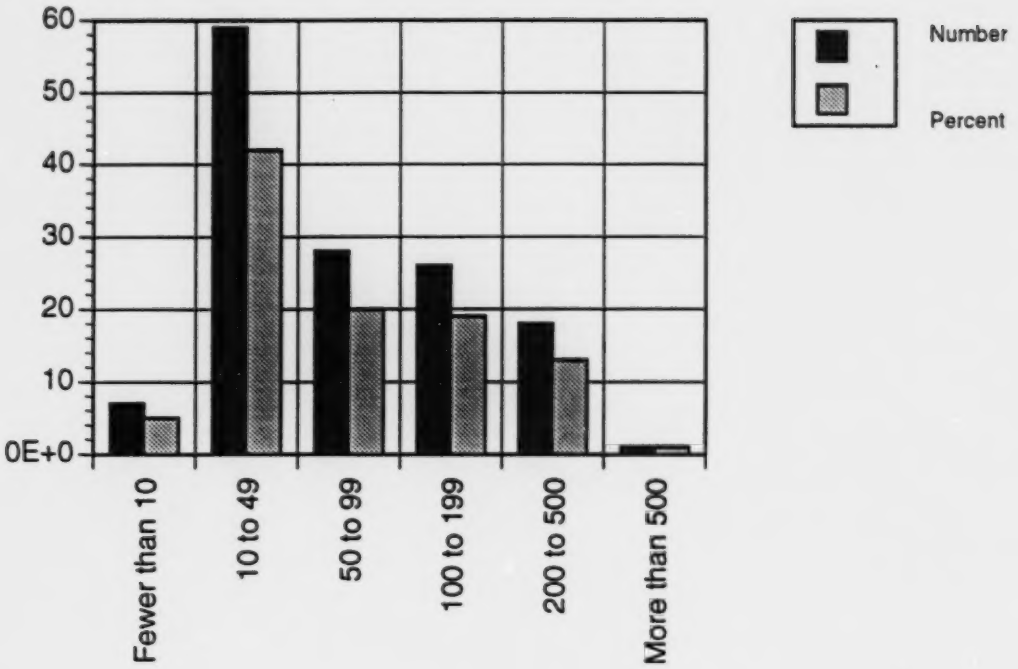
Total student enrollment at campus site.

Appendix B



Undergraduate enrollment in journalism schools.

Appendix C



Undergraduate enrollment in magazine courses.